



Assessment of the LLB programme of the Faculty of Law (University of the Free State) as perceived by alumni and employers

Compiled by the *Centre for Development Support*

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Key Findings

- Almost 80% of the respondents indicated that their general impression of the Faculty of Law was that of a first rate training institution. Respondents with Afrikaans as mother tongue, however, were proportionately much more inclined (84.5%) than other language groups (64.1%) to view the Faculty as a first rate training institution.
- The majority of the respondents indicated that i) class attendance should be compulsory (7 out of 10), ii) LLB classes were the strongest point of the LLB-programme (7 out of 10) and iii) compulsory class attendance would have equipped them better for their current profession (6 out of 10).
- Some 4 out of 10 alumni indicated that the LLB-programme did not equip them sufficiently for their profession in that they wanted more exposure to practical work, particularly with regard to deeds and conveying.
- The majority of LLB alumni (7 out of 10) were in favour of additional admission criteria to the programme.
- Almost 80% of the alumni indicated that they would prefer stronger integration between the practical and theoretical components of the training programme. Supervisors too pointed at the lack of practical experience of the graduates as the main concern in the current LLB-training. Both the supervisors and the alumni expressed overwhelming support for the theoretical and practical legs of the LLB-programme to be run concurrently.
- Although less than 10% of the alumni were English speaking (i.e. mother tongue language), English as preferred language of training drew almost 36% of support.
- The majority of respondents (6 out of 10) were in favour of joining an LLB alumni association.

Methodology

A telephone survey was conducted during June 2008. All LLB alumni, who completed their studies during 2000 – 2007, were taken as population sampling frame. A list (with contact details) of alumni who obtained their *Baccalaureus Legum* degrees in this period was obtained from Student Services at the University of the Free State. This list contained a population of 432 individuals. There were 19 entries that did not have contact numbers and these were eliminated. Therefore, a total population of 413 alumni comprised the sampling frame. A total of 200 interviews were initially suggested, and the entire population was therefore included in the sample framework. This framework was further divided into black (20%) and white (80%) alumni. The representativity of the sample is confirmed in Figure 2. It shows that the racial divide of the sample resembled that of the alumni.

Table A: Fieldwork summary

Interview details	Alumni		Line managers	
	N	%	N	%
Completed	156	37.8	44	38.6
Number does not work/ Number does not exist / Wrong number/ No contact person	118	28.6	11	9.6
Just rings / Voicemail/ Not available/ Leave	121	29.3	21	18.4
Refused / Too busy / Emailed	10	2.4	31	27.2
Owner - completed alumni	-	-	7	6.1
Not working / Still studying	8	1.9	-	-
Total population	413	100.0	114	100.0

Table A portrays a breakdown of the outcome of the fieldwork. Quite a large proportion of the telephone numbers (28.6%) were faulty or did not exist. Furthermore, 29.3% of the numbers just rang or were on voicemail. Another 1.9% of the alumni were not employed, or were still studying and could therefore not complete the questionnaire. In the end, a total of 156 questionnaires were completed. It is quite clear that the University-based contact details (of the originally registered LLB students) get easily outdated. An alumni association could thus assist in maintaining and regularly updating a data base of contact details of alumni (See responses on an alumni association in Figure 7 and Figure 8).

Fourteen well-trained research assistants/ fieldworkers, capable of conversing fluently in several languages, conducted telephonic interviews from the offices of the CDS. The racial divide was kept in mind – i.e. black respondents were interviewed by black fieldworkers. A standard fieldwork training manual was used and the fieldworkers were trained on all aspects of the questionnaire. The questionnaire was available in English and Afrikaans (See Annexure 1).

At the end of every interview, respondents were asked to give the details of their immediate line manager / supervisor. These details were then used to develop a database in order to contact the responsible line heads or supervisors. Many of the alumni did not feel comfortable to give these details, while others were self-employed. The details for a total of 114 line heads were obtained. These respondents were also contacted, and a total of 44 interviews were completed. Several supervisors / line heads (27,2%) were too busy or refused to participate in the study. Furthermore, 18,4% of the supervisors / line managers were either on leave, or the contact details were faulty.

A. ALUMNI

Figures 1 and 2, as well as Tables 1, 2 and 3 show the biographical profiles of the sample.

Figure 1: Gender composition

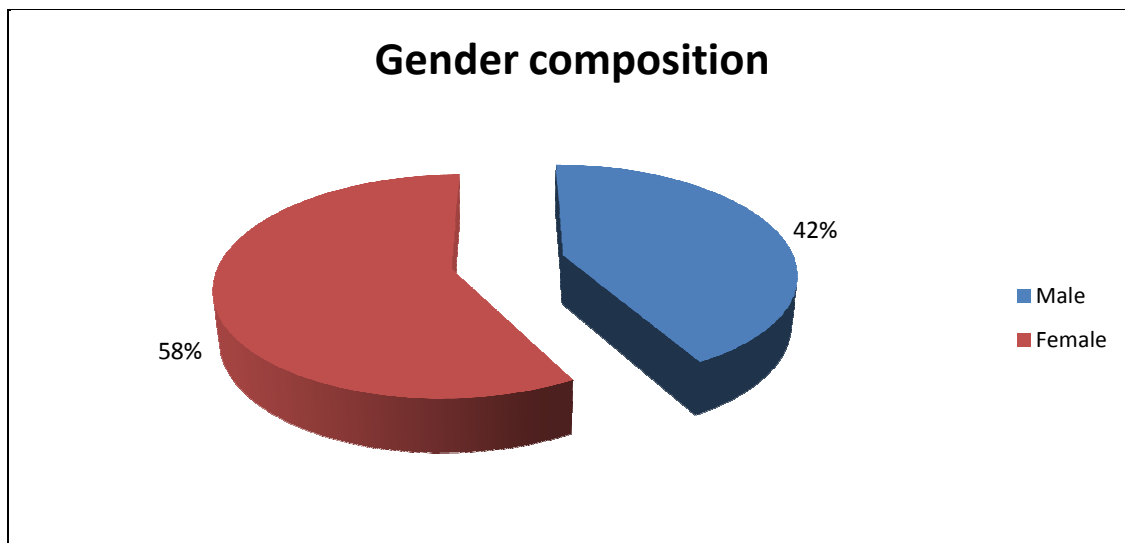


Figure 2: Racial composition

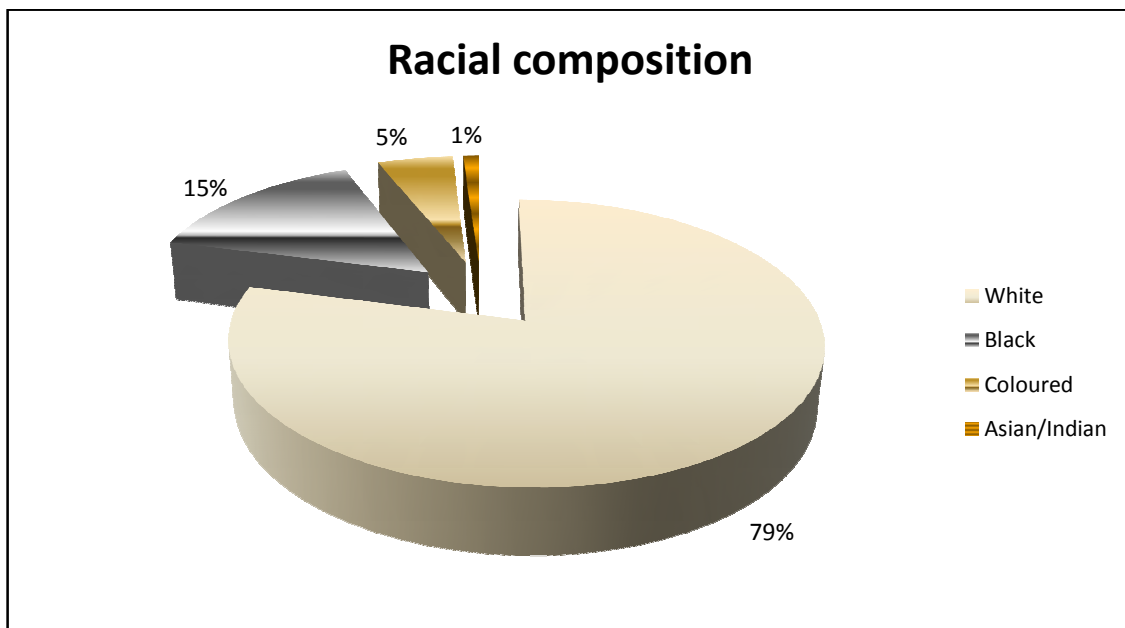


Table 1: Province

Province	N	%
Free State	95	60.5
Gauteng	34	21.7
Western Cape	8	5.1
KwaZulu Natal	2	1.3
Mpumalanga	3	1.9
Eastern Cape	4	2.5
Northern Cape	10	6.4
Namibia	1	.6
Total	157	100.0

Table 2: Town

Town	N	%
Bloemfontein	85	54.5
Johannesburg/ Sandton/ Randburg	21	13.5
Pretoria (& Brooklyn)	10	6.4
Kimberley	9	5.8
Welkom	4	2.6
Cape Town	3	1.9
Other	24	15.4
Total	156	100.0

Table 3: Year of Graduation

Graduate	N	%
2007	32	21.2
2006	28	18.5
2005	31	20.5
2004	22	14.6
2003	16	10.6
2002	8	5.3
2001	6	4.0
2000	8	5.3
Total	151	100.0

Figure 3: Did you obtain any other qualifications apart from the LLB degree at the University of the Free State? (Q1)

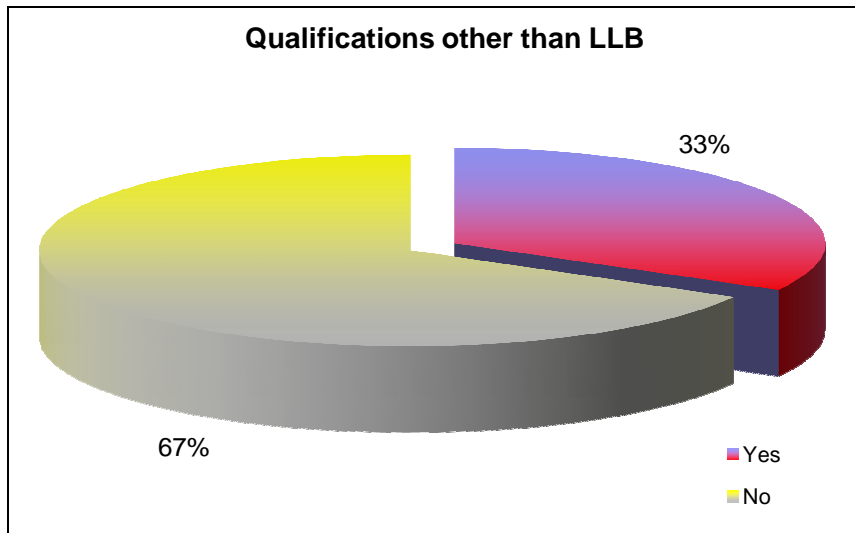
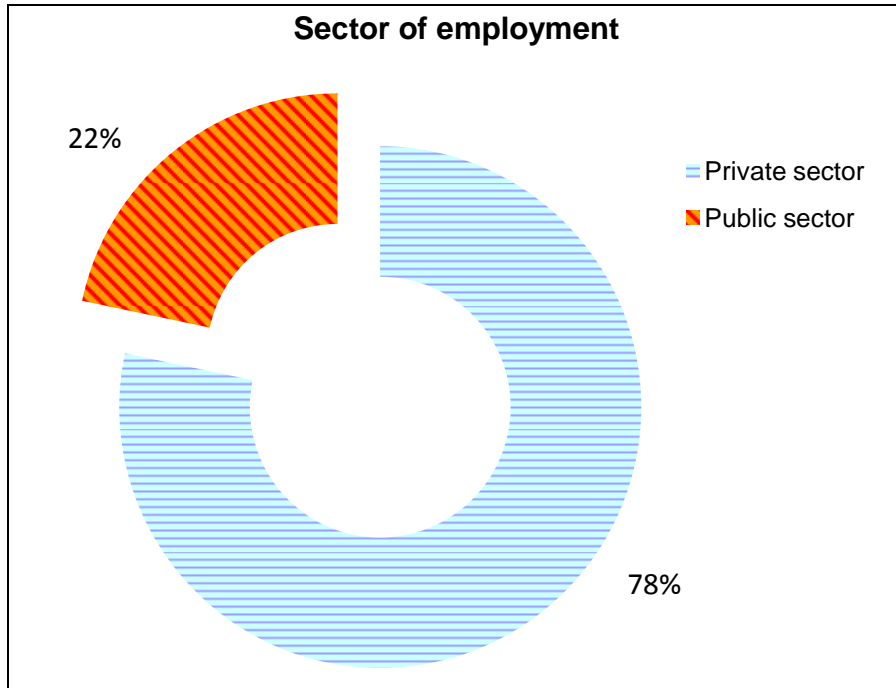


Table 4: Specification of other qualifications (Q1.1)

Other Qualification	N	%
LLM	15	28.3
B.Com (Law)	18	34.0
B.Com	8	15.1
Labour Law Certificate	3	5.7
Other	9	17.0
Total	53	100.0

Of the 33.1% of alumni who were interviewed and who indicated that they obtained another qualification apart from the LLB-degree, the largest proportion (34%) indicated that they also obtained a B. Com. (Law) degree.

Figure 4: Sector of employment (Q2)



Three out of every four alumni found employment in the private sector. This is almost identical to a survey amongst B.Com alumni for the Faculty of Economic and Management Sciences that was conducted in 2006 (Botes, Pelsler & Van Rooyen, 2006).

Table 5: Racial divide by sector of employment

Sector (Q2)	Race (Q29)	
	Black	White
Private sector	18 56.3%	104 84.6%
Public sector	14 43.8%	19 15.4%
Total	32 100%	123 100%

* $P = 0.000$

From Table 5 it is clear that there is a significant correlation between alumni's population group and the economic sector they are employed in. Eight out of ten white alumni worked in the private sector, while more than four out of ten black alumni worked in the public sector.¹ Although the majority of both groups were employed in the private sector, black alumni were proportionately more inclined than their white counterparts to work in the public sector.

¹ This is almost similar to the B.Com alumni survey of 2006, when 82.1% of whites were employed in the private sector and 41.9% of blacks were employed in the public sector.

Table 6: Current profession

Profession	N	%
Lawyer/ Deed conveyancer	69	44.5
Law advisor	8	5.2
Public Prosecutor	6	3.9
Lecturer	6	3.9
Candidate lawyer / Article clerk / P.A (Law asst.)	32	20.6
Labour advisor/ Labour consultant	2	1.3
Advocate	2	1.3
Other	30	19.3
Total	155	100.0

Asked about their current profession, 62.6 % indicated that they were advocates, lawyers or candidate lawyers (See Table 6). In Figure 5, almost 9 out of 10 alumni indicated that they were working in a legal profession.

Figure 5: Legal profession (Q3.1)

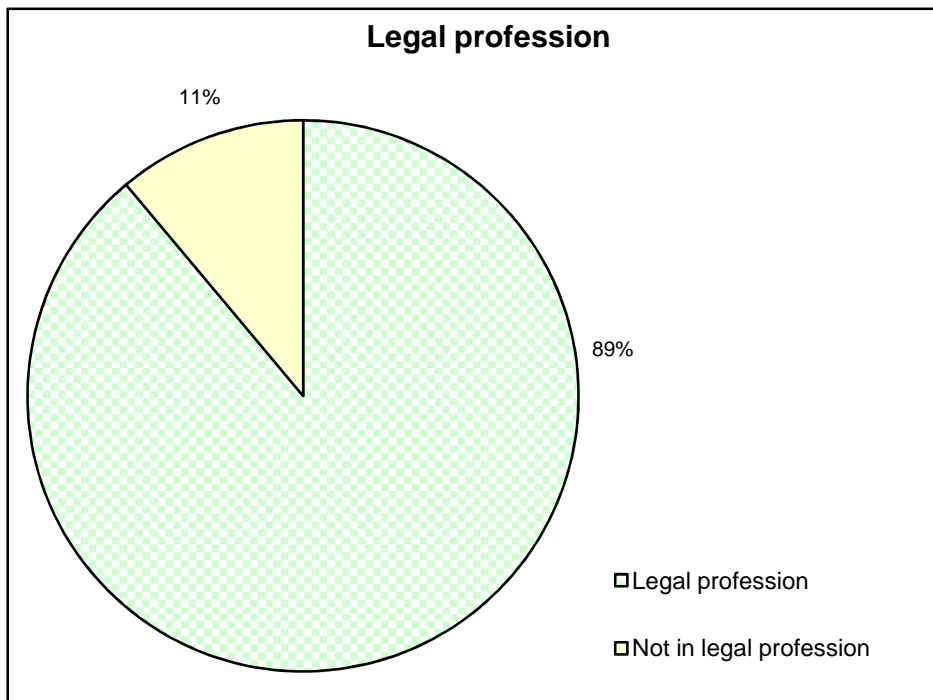
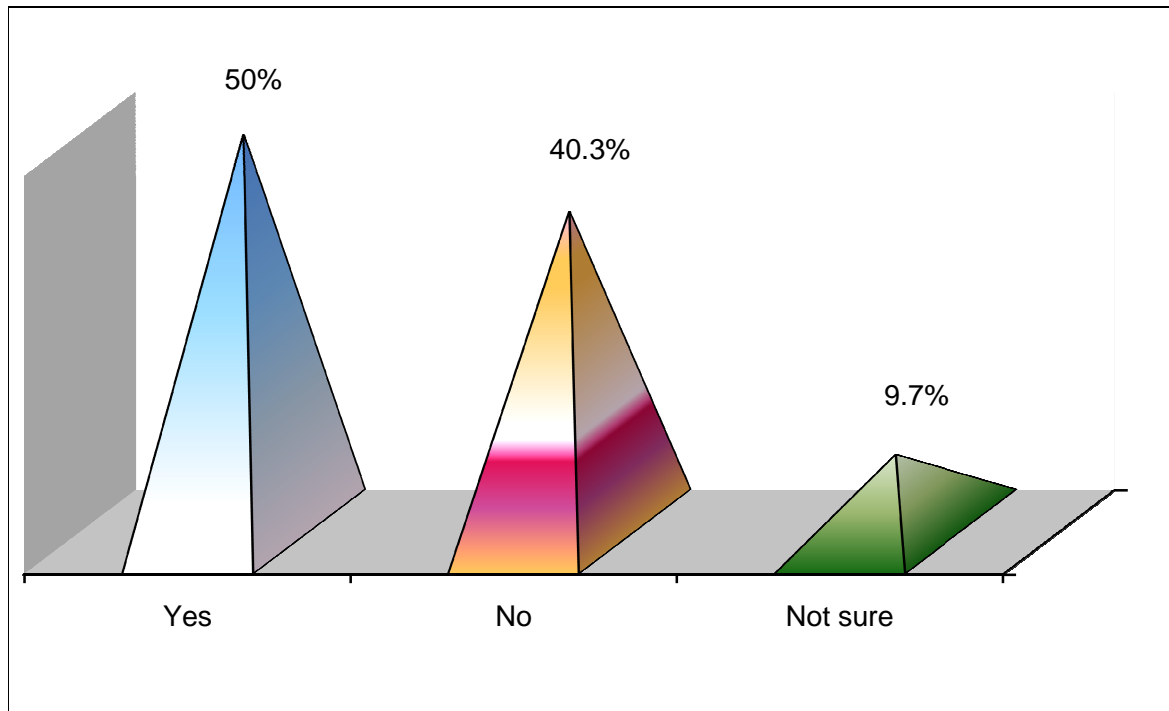


Figure 6: Did the training that you received during the degree course equip you sufficiently to handle the demands of your profession? (Q4)



Only 50% of LLB alumni were of the opinion that the LLB degree course equipped them sufficiently to handle the demands of the profession (Figure 6). Asked why they were of the opinion that the training was inadequate, 3 out of 4 indicated that they lacked practical experience, while 10.8% expressed a lack of training in Deeds Law as a training inadequacy (Table 7.1). This is confirmed by the results in Table 7.2, where 60% (n=3) of respondents suggested that the course should be more practical.

Table 7.1: Reasons why training were deemed inadequate (Q4.1)

Response	N	%
No practical experience	49	75.4
No training in Deeds Law: LYS154	7	10.8
Other	9	13.8
Total	65	100.0

Table 7.2: Do you have any other advice to the course compilers to better equip future jurists for the challenges and demands of the legal profession? (Q4.2)

Advice	N	%
Practical component to be increased	3	60.0
Other	2	40.0
Total	5	100.0

Table 8: Rating for applicability of LLB programme (Q5)

Rate	N	%
2	4	2.6
3	2	1.3
4	6	3.8
5	17	10.9
6	31	19.9
7	41	26.3
8	36	23.1
9	11	7.1
10	8	5.1
Total	156	100.0

N	Minimum	Maximum	Mean	Std. Deviation
156	2	10	6.81	1.669

The mean score that respondents assigned to the applicability of the LLB programme to their current professions was 6.81 out of 10. Those respondents suggesting a rating of 5 or less were 18.6%, while 61.6% assigned a rating of 7 and/or higher out of 10. In the absence of a benchmark it is difficult to judge whether this mark is average or good. If a similar survey is repeated in three years' time, longitudinal comparison would become possible.

Figure 7: Awareness of existence of Alumni Association of the UFS Faculty of Law (Q6)

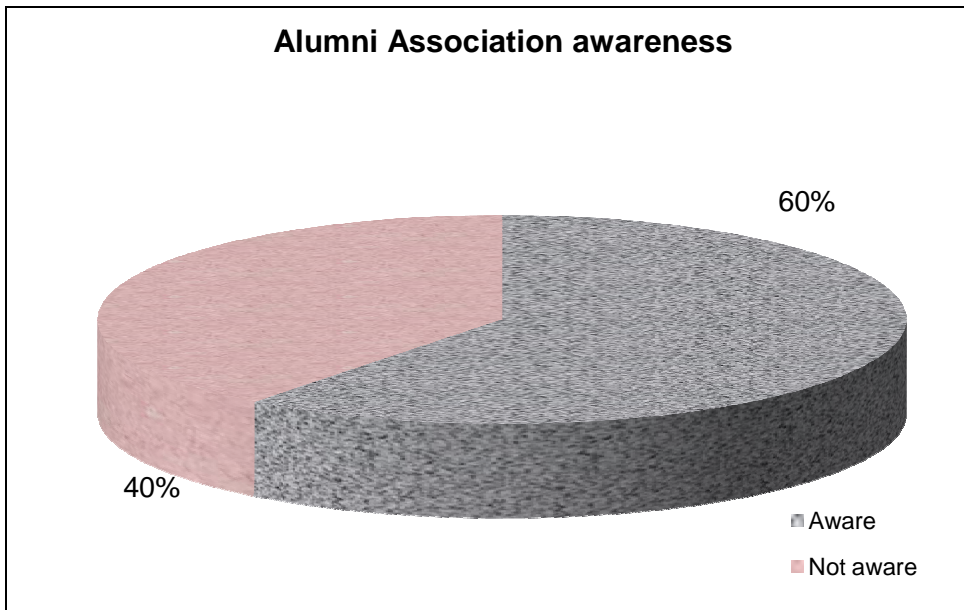
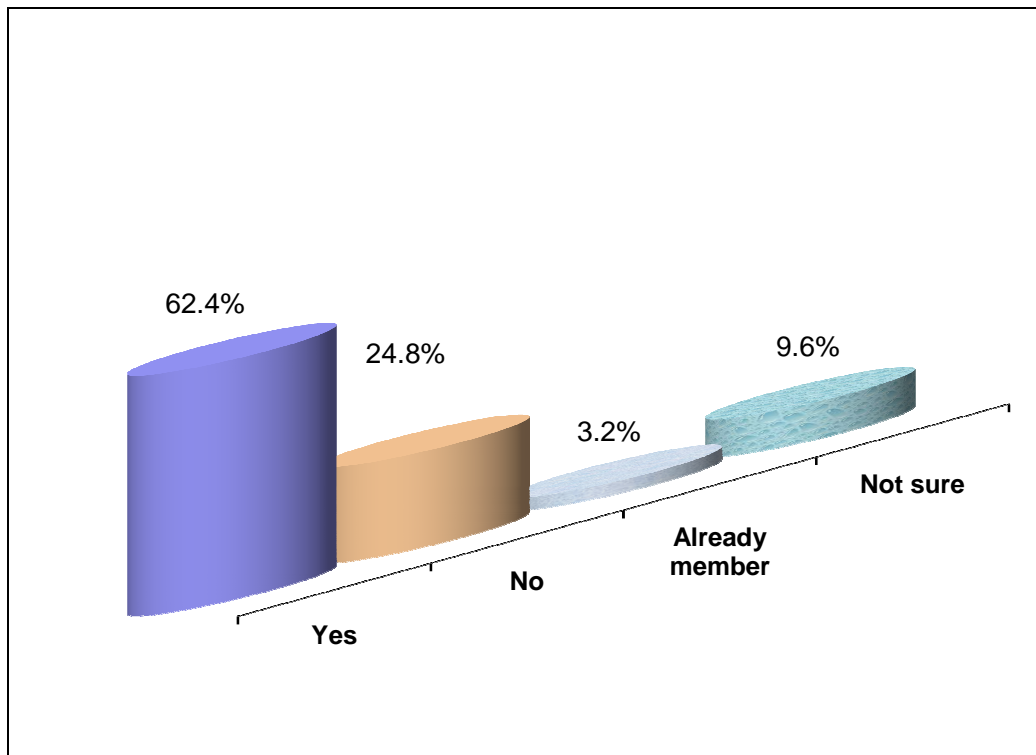


Figure 8: Interested in joining Alumni Association of the UFS Faculty of Law (Q7)



Approximately 6 out of 10 LLB alumni were aware of the existence of an Alumni Association at the Faculty of Law, while more or less the same proportion (6 out of 10) were interested to

join the Alumni Association (See Figures 7 & 8). This is a huge untapped source of social capital which the Faculty of Law should utilize.

Table 9: To what extent did having an LLB degree help you to secure your present position? (Q8)

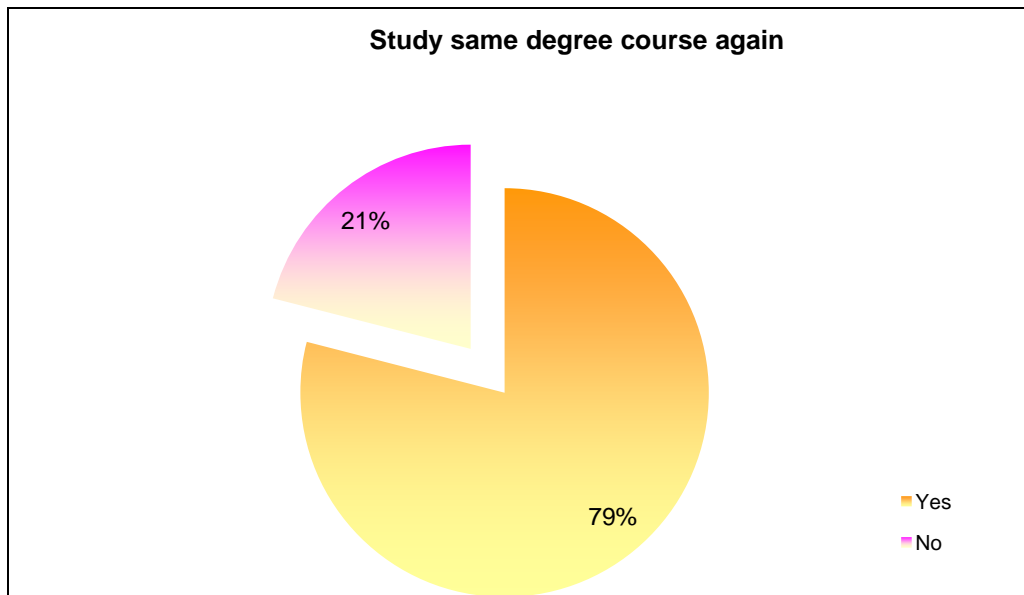
Role of degree	N	%
Played a big role	140	89.2
Played a small role	11	7.0
Played no role	4	2.5
Do not know/uncertain	2	1.3
Total	157	100.0

Table 10: Is the position you currently hold similar to the position you envisaged having, before you embarked on the LLB degree course? (Q9)

Response	N	%
Yes, to a great extent	89	56.7
Yes, to a lesser extent	21	13.4
No, not at all	44	28.0
Not sure	3	1.9
Total	157	100.0

From the findings in Table 10 it appears that approximately 41.4% of the respondents were to some extent disillusioned with their current position when compared with the one they envisaged prior to embarking on the LLB programme. In some way or another, this is also reflected in more than 2 out of 10 respondents indicating that they will not study LLB again (Figure 9). The reasons for their disillusionment are captured in Table 11.

Figure 9: If you reflect on the role that your LLB degree has to date played in the shaping of your career path, would you, given a chance to make a fresh start, again chose to take the same degree course? (Q10)



Almost 80% of the respondents (Figure 9) indicated that they would again enroll for the LLB programme if given a choice, while 21% indicated that they would not consider LLB again. Of those who indicated that they would not study LLB again, some 4 out of 10 said they had lost interest in Law, while a substantial proportion (almost 3 out of 10) would rather consider a B.Com qualification (together with the LLB qualification) to improve their employability (Table 11).

Table 11: If not: Why not study same degree again? (Q10.1)

Reasons for not studying LLB again	N	%
Not an international qualification	1	3.0
Very little/ No practical component in training	1	3.0
Illusion created by media/ Wrong image of law/ no money to be made in a law career	5	15.2
Lost interest in law/ Interests changed after law degree was obtained	13	39.4
Would do B.Com (Law) first/ B.Com with Commerce/ Cannot obtain employment in the financial sector with LLB only	9	27.3
Other	4	12.1
Total	33	100.0

Table 12: If you were given the opportunity of making changes to the LLB Programme with a view of enhancing its relevance in practice, what are the changes you would make? (Q11)

Suggested changes	N	%
Practical component to be enhanced	96	71.1
Tax law should be more intensively approached / In detail	2	1.5
More Economics/ Finances / Accounting	3	2.2
More Deed/ Transport	5	3.7
More commercial subjects to be introduced	3	2.2
Other	26	19.2
Total	135	100.0

The findings of Table 12 to a large extent echo the findings of Tables 7.1 and 7.2 with an emphasis on applied or practically embedded knowledge.

Table 13 reflects the subjects which the LLB alumni regarded as the most relevant for their profession

Table 13: When you think back on the LLB Programme, what were the subjects that, in your opinion, were most relevant to your profession? (Q12)

Subject	N	%
Law of contracts	59	12.42
Criminal law	41	8.63
Law of succession and administration of estates	34	7.16
Family law	32	6.74
Civil procedures law	31	6.53
Law of delicts	28	5.89
Labour law	28	5.89
Law of criminal procedure	26	5.47
Jurisprudence	20	4.21
Private law	19	4.00
All subjects	15	3.16
Law of things	14	2.95
Law of persons	14	2.95
Commercial Law	13	2.74
Entrepreneurial procedure Law	12	2.53
Law of evidence	10	2.11
Road accident claims (third party claims)	8	1.68
Property Law	6	1.26
Insolvency Law	6	1.26
Legal accounting	5	1.05
Company Law	5	1.05
Administrative Law	5	1.05
Law of estate	4	0.84
Corporate Law	4	0.84
Constitutional Law	4	0.84
Tax Law	3	0.63
Interpretation of statutes	3	0.63
Insurance Law	3	0.63
Other (<i>IT Law; Copy right law; Competition law; Forensic law; Introduction to law; Capita Selecta; Law of enrichment; Public law; State Law; Law of trusts; Financial Law; Banking Law; Deeds Law; etc.</i>)	23	4.84
Total	475	100.0

Table 14: Is there any subject or component of the LLB Programme as taught to you that you would rather omit from the Programme? (Q13)

Subjects or component of training to be omitted	N	%
History of law	40	34.5
Roman Law	24	20.7
Jurisprudence	12	10.3
Philosophy of law	13	11.2
Capita Selecta	8	6.9
Outline of laws	2	1.7
Law in practice	2	1.7
Introduction to law	2	1.7
Other	13	11.2
Total	116	100.0

From Table 14 it is clear that the respondents suggested that History of Law, Roman Law, Jurisprudence and Philosophy of Law are some of the main subjects/components that could be dropped from the LLB Programme.

Table 15: Is there any subject or teaching component that you would like to see included in the LLB Programme (Q14)

Subjects or training component to be included in training	N	%
Deed/ Transport conveyor	31	27.2
Practical component and exposure	32	28.1
Putting together court pieces and contracts / Putting together of documentation	4	3.5
Law of trusts	4	3.5
More financial aspects / subjects included	10	8.8
Other	33	28.9
Total	114	100.0

Almost 30% of the respondents indicated that deed and transport conveying should be included in the course, while a similar proportion pleaded for a stronger practical exposure to be part of the programme (Table 15).

Table 16: Which aspect of the LLB Programme would you single out as being the Programme's strongest point? (Q15)

Aspect of training singled out as strongest point	N	%
Criminal law	4	3.8
Professionalism of lecturers / Lecturers were very competent / Good study material	37	34.9
Private Law (This department was very good)	11	10.4
Variety / Accommodating (choice of subjects and times)	7	6.6
Law Clinic	6	5.7
Theoretical base	6	5.7
Law practice	5	4.7
Family law	4	3.8
Encourages independent thought processes	4	3.8
Practical	4	3.8
Public law	3	2.8
Capita Selecta	2	1.9
Constitutional law	2	1.9
Law of contract	1	0.9
Other	10	9.4
Total	106	100.0

According to Table 16 the strongest points of the LLB programme were the professionalism of lecturers, good study material and Private Law, besides other strong points which were mentioned.

Table 17: Were there any aspects of the LLB Programme that struck you as being particularly weak? (Q16)

Weakest aspect in course	N	%
Lack of practical experience / training	30	30.0
Poor lecturers (Read from textbooks)	8	8.0
History of law irrelevant	8	8.0
Problems with some lecturers	12	12.0
Time of degree too short/ Too much work/ semester = year subjects	9	9.0
Test week: tests too close together/ Not enough time to learn	1	1.0
Law practice - spent too little time on this	3	3.0
Subject selection	4	4.0
Other	25	25.0
Total	100	100.0

The lack of practical experience was again cited by 30% of the respondents as the weakest point of the LLB programme, while personal problems with lecturers and poor lecturing were raised by 20% of the respondents (See Table 17).

Figure 10: Concerning the cohesiveness and integratedness of the various subjects, would you in retrospect say that the various subjects were sufficiently integrated? (Q17)

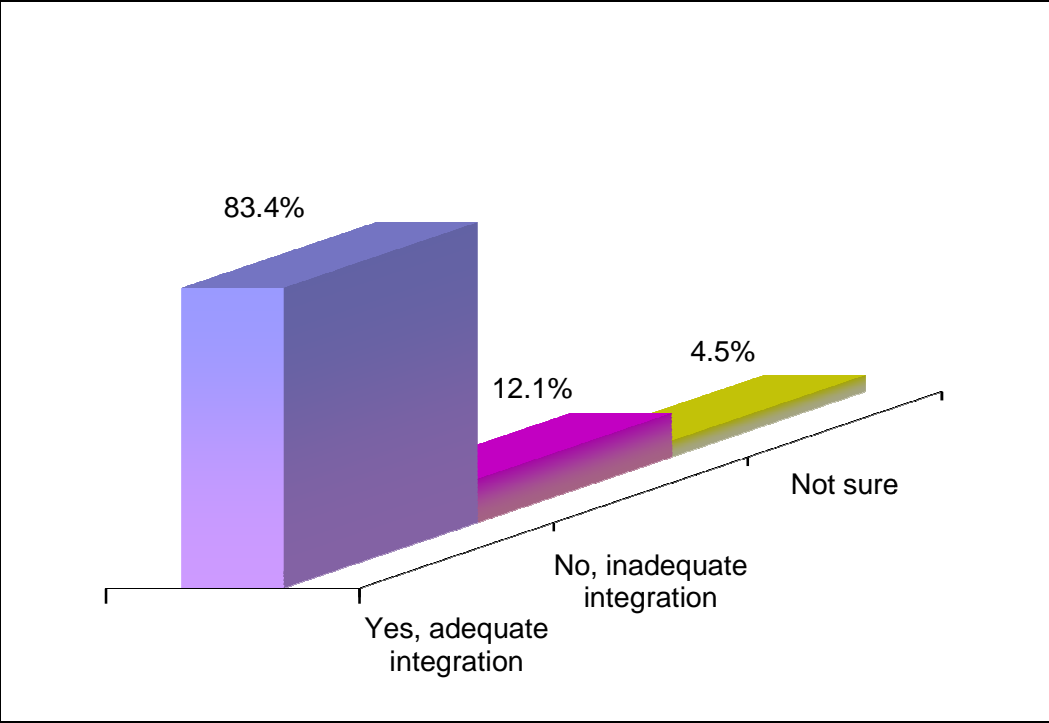
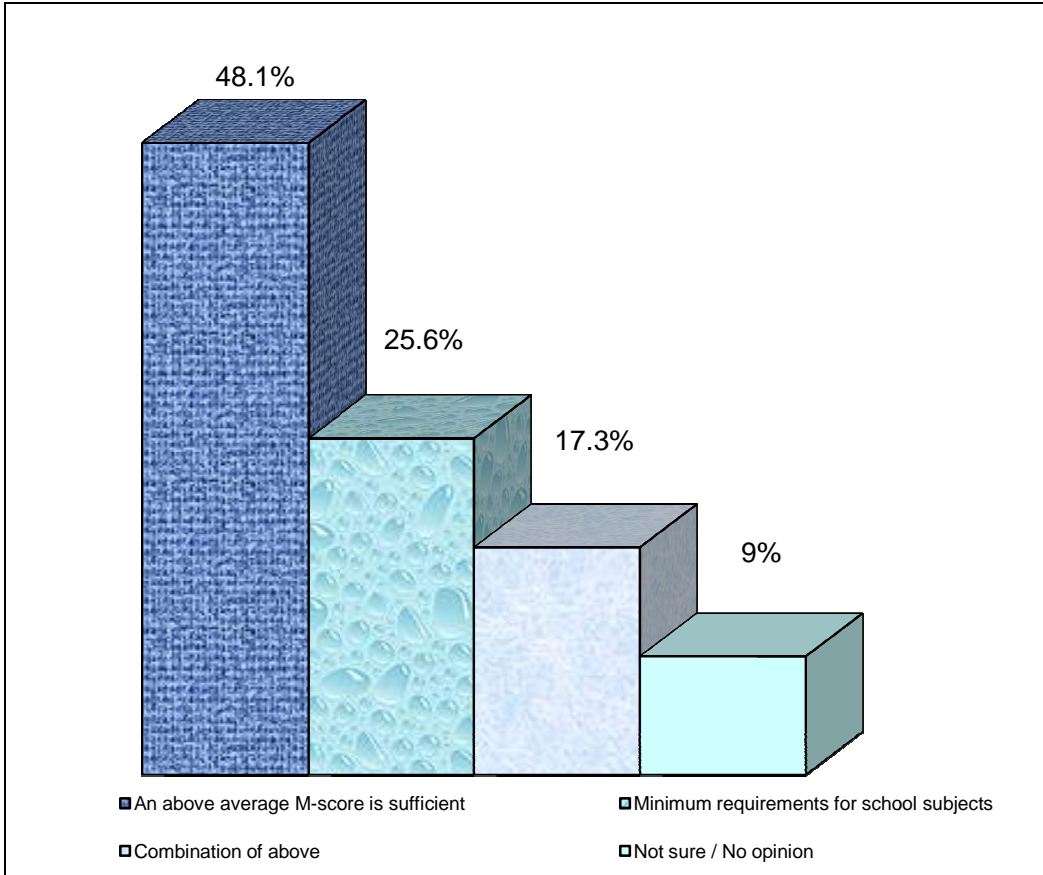


Figure 10 shows that the majority (83.4%) of the alumni was of the opinion that the various subjects in the LLB programme were integrated adequately.

Figure 11: What is your opinion regarding the LLB Programme admission requirements? Do you consider an above-average matric-score to be sufficient admission requirements for LLB Programme candidates, or should minimum requirements rather be set for specific school subjects? (Q18)



The vast majority of respondents (91%) indicated that there should at least be some sort of LLB admission requirement (Figure 11). An above average M-score was supported by almost 50% of the respondents and minimum requirements for school subjects were opted for by almost a quarter of the respondents. More than 5 out of 10 respondents were of the opinion that there should be a separate admission examination (Figure 12).

Figure 12: Would you like to see a separate admission examination being set for prospective LLB students, or would you consider this to be unnecessary? (Q19)

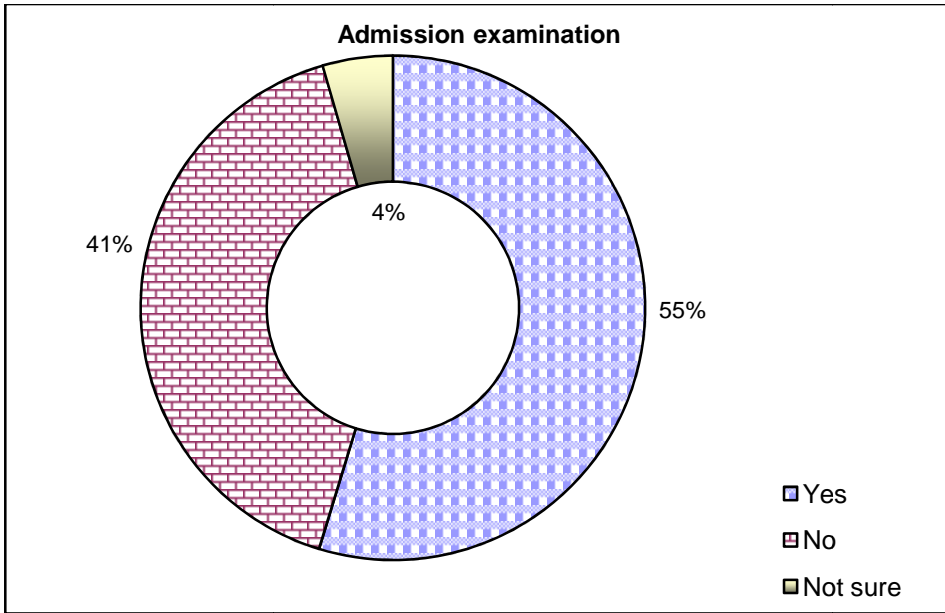
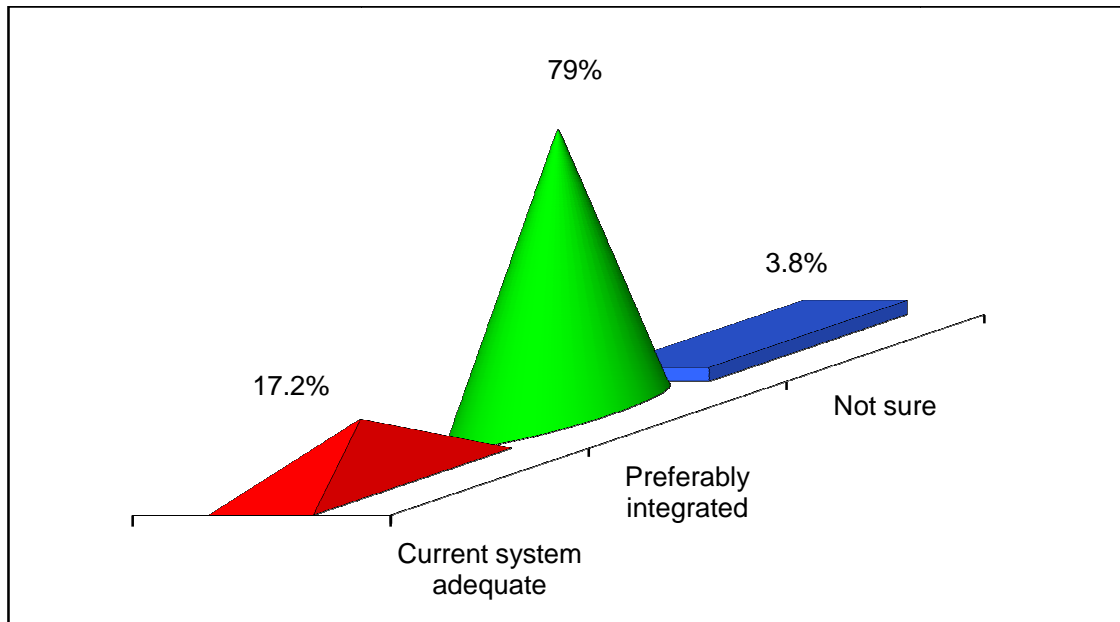


Figure 13: The current approach in respect of the LLB Programme is theoretical and successful candidates subsequently gain practical experience as article clerks. Do you consider the present system to be adequate, or would you rather want the theoretical and the practical legs to run concurrently and in an integrated fashion? (Q20)



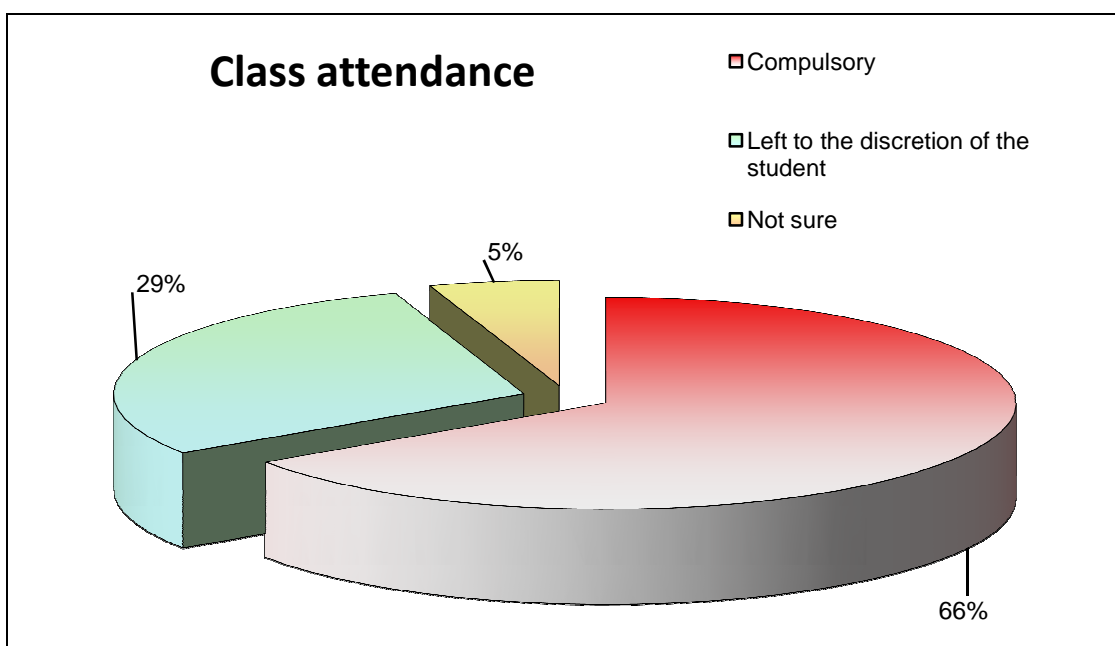
A large majority of LLB alumni (79%) indicated that the current system is inadequate and that they would rather see the theoretical and practical legs of the LLB programme to run concurrently in an integrated way.

Table 18: Name the two learning experiences, chosen from the following, that you consider to have added the most value during your LLB degree studies? (Q21)

Aspects adding most value	1 st mentioned	2 nd mentioned	Total
1 Class attendance	84 74.3	29 25.7	113 100.0
2 Community service	7 36.8	12 63.2	19 100.0
3 Group work	14 41.2	20 58.8	34 100.0
4 Examinations/ Tests	29 35.8	52 64.2	81 100.0
5 Individual work	22 36.7	38 63.3	60 100.0
6 Uncertain	0 0.0	4 100.0	4 100.0

According to the respondents, learning experiences that added the most value during their studies were class attendance, followed by examinations / tests.

Figure 14: Do you think that class attendance as part of the teaching in the LLB-programme should be...(Q22)



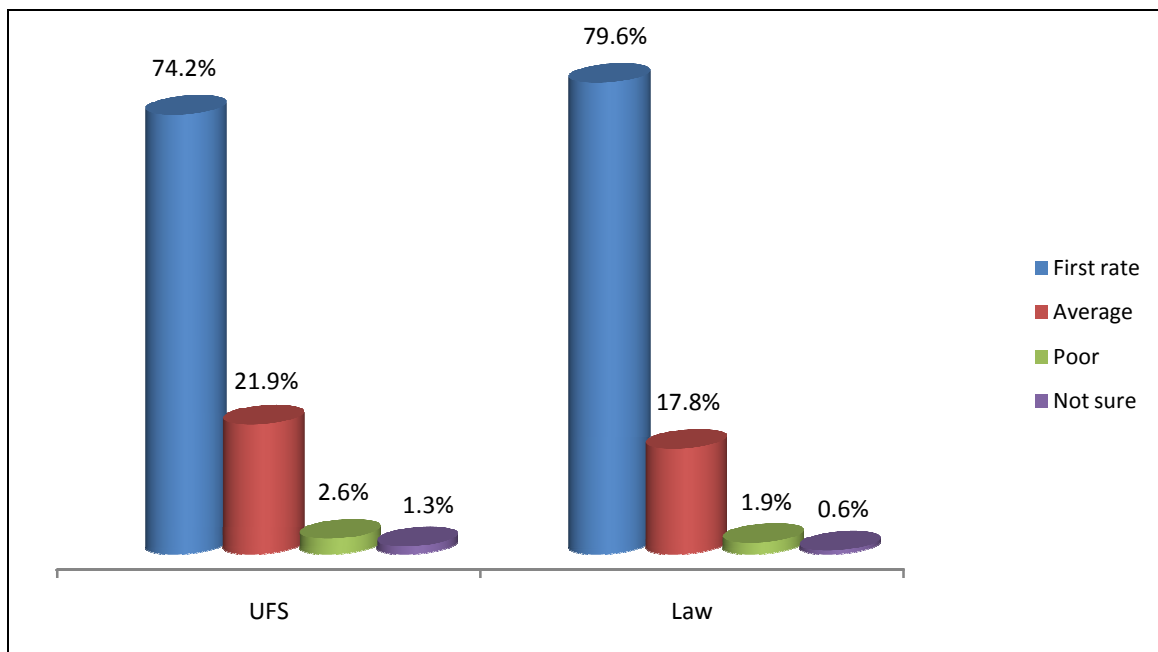
Almost two thirds of the respondents indicated that class attendance should be compulsory (Figure 14)². The fact that almost 8 out of 10 respondents mentioned class attendance as the learning experience that added the most value, provided some explanation of their support for compulsory class attendance (Table 18).

Table 19: When you reflect on the demands of your current profession, do you think that compulsory class attendance: (Q23)

Demands & Class attendance	N	%
Would have equipped you better for your current profession	91	58.0
Would not have made much of a difference	53	33.8
Not sure	13	8.3
Total	157	100.0

Table 19 shows that almost 60% of the respondents were of the opinion that compulsory class attendance would have equipped them better for their current profession, while only a third of the respondents indicated it would not have made much of a difference.

Figure 15: What is your general impression of the UFS as an academic institution? (Q24) & What is your general impression of the UFS Faculty of Law as a training institution? (Q25)



² In 2002 a survey amongst alumni in the Faculty of Law (n = 249) revealed that a third of the alumni were in favour of compulsory class attendance, while another third of the alumni were uncertain.

Figure 15 shows that the Faculty of Law was slightly higher rated as a training institution when compared with the university at large. Almost 80% of the respondents indicated that their general impression of the Faculty was that of a first rate training institution, compared with 74% who held a similar opinion of the UFS. However, when asked whether they would study at a) Kvoisies and b) the Faculty of Law again, opinions seemed to shift slightly in favour of the UFS (Figure 17).

A statistically significant difference was detected between respondents' language group and their impression of the Faculty of Law as a training institution. Respondents with Afrikaans as mother tongue were proportionately much more inclined (84.5%) than other language groups (64.1%) to view the Faculty as a first rate training institution. The same trend – also statistically significant – was detected in the respondents' views of the UFS as an academic institution, with Afrikaans-speaking alumni who were proportionately significantly more inclined (79.8%) to view the UFS as a first rate institute of training compared with their fellow alumni belonging to other language groups and who held the same opinion (56.4%). Figure 14 shows alumni's impression of the Faculty of Law according to their language group.

Figure 16: Alumni's impression of the Faculty of Law according to their language group

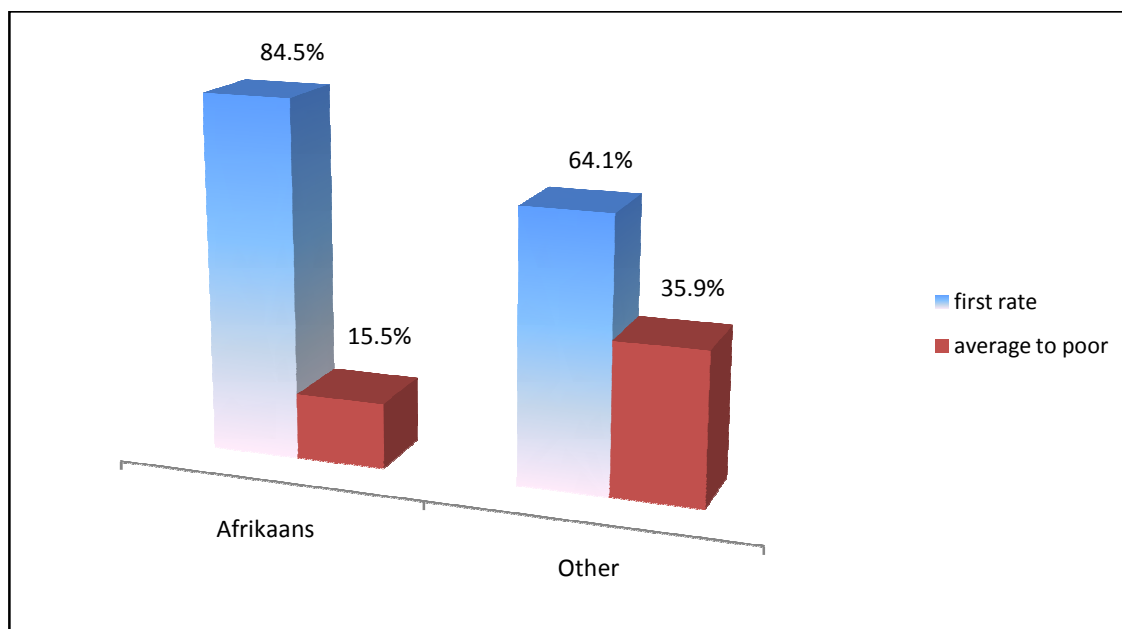
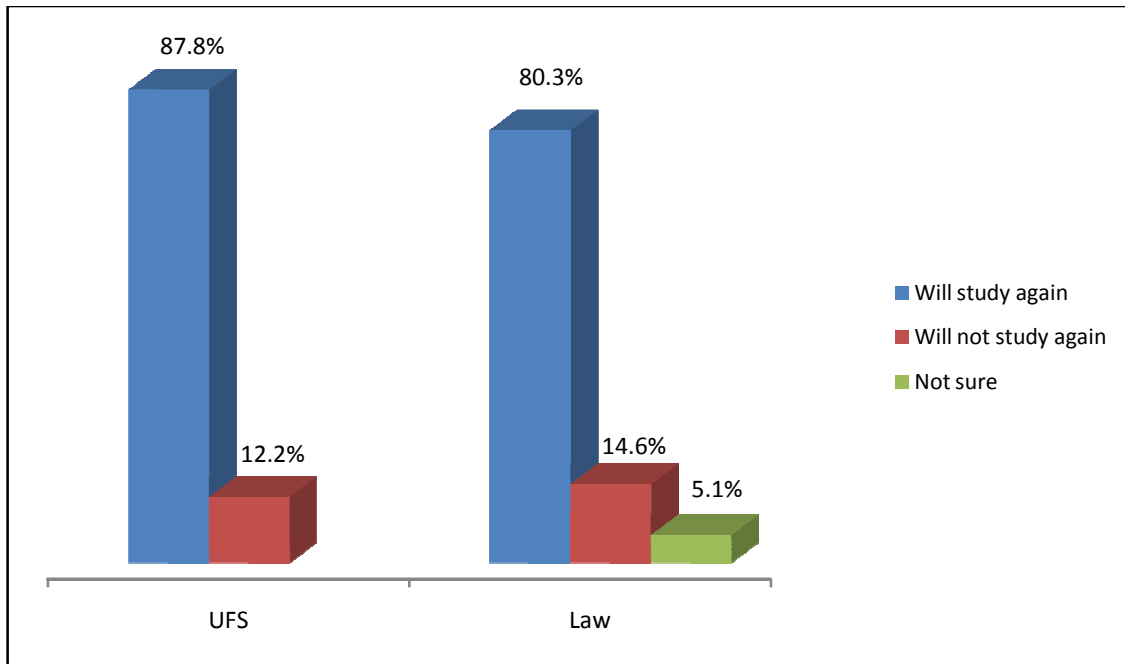


Figure 17: Would you again study at Kovsies? (Q26) & If you had to choose today, would you again study at the UFS Faculty of Law? (Q27)



Some 9 out of 10 respondents (N=156) indicated that they would again study at the UFS, compared with 8 out of 10 who said that they would again choose the Faculty of Law for their studies. When asked why they would not again study at the UFS, the reasons turned out to fall into two main categories: On the one hand there were those respondents who regarded transformation and segregation issues on campus as a deterrent and who, in general, expressed their uneasiness with the existing political climate and culture on campus and the fact that racial discrimination still prevails at Kovsies. A second group of reasons broadly related to sentiments and perceptions with respect to training at the UFS. Responses in this category pointed at the fact that i) many lectures are still mostly in Afrikaans, ii) other institutions offer better quality tuition, iii) standards at the UFS have dropped and iv) that the UFS lacks in global partnerships.

The reasons that respondents listed why they would not again study at the Faculty of Law, can be classified in three categories: personal motivations, political reasons and dissatisfaction with the Faculty and/or lecturers. "Personal reasons" included explanations such as disillusionment with the legal profession, having studied for the wrong degree in the first place and a preference for another university of choice. Under "political reasons" the same sentiments surfaced that were expressed earlier when asked why they would not again study at the UFS. "Dissatisfaction with the faculty" included the fact that i) lectures are conducted mostly in Afrikaans - something which was seen as not conducive to learning, ii)

lecturers lack in practical experience and are not up to standard, and iii) the LLB-programme does not offer enough choices of modules and training. These reasons are summarized and depicted in Figure 18 below.

Figure 18: Reasons for not wanting to study at the UFS and Faculty of Law again

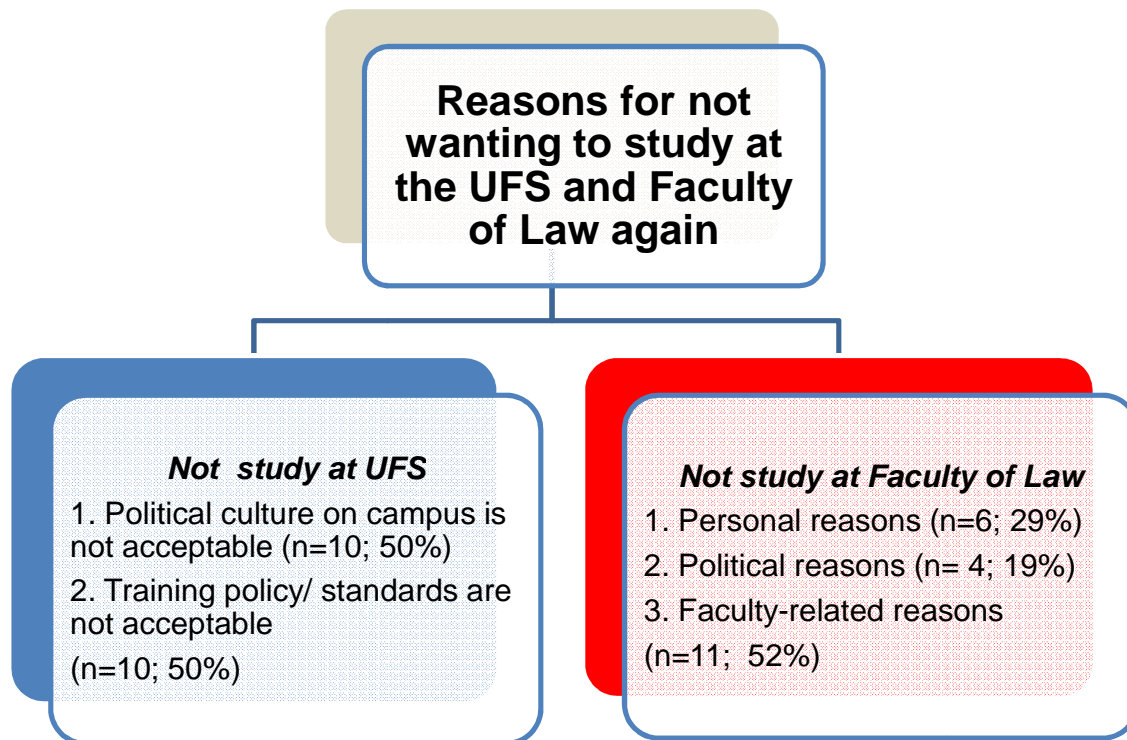


Figure 19: Mother Tongue of respondents (Q30) & In which language would you have preferred to receive your training? (Q32)

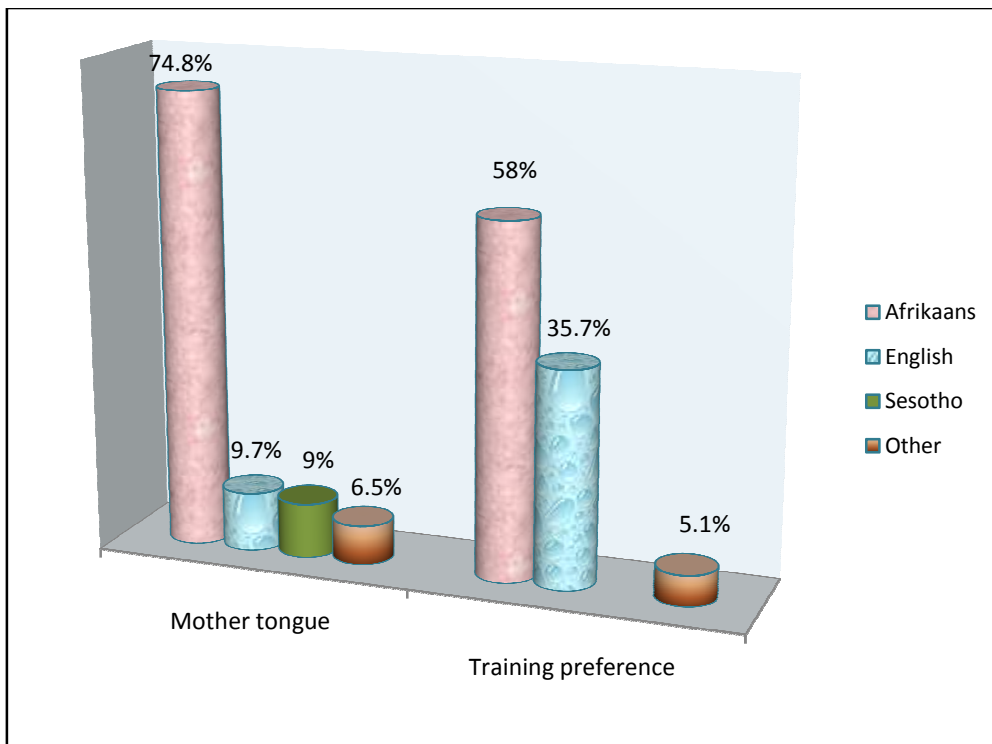


Figure 19 shows that although less than 10% of the alumni were English speaking (i.e. mother tongue language), English as preferred language of training drew almost 36% of support. It is furthermore evident that although almost 6 out of every 10 alumni still opted for Afrikaans as preferred language of training, a sizable proportion of Afrikaans-speaking alumni (16.4%) nevertheless would have preferred to be taught in English instead of Afrikaans (Figure 20). This can in all likelihood be ascribed to the fact that 27% of the alumni are using mostly English for their job-related duties (Table 21).

Figure 20: Afrikaans-speaking alumni's preference for language of training (Q32)

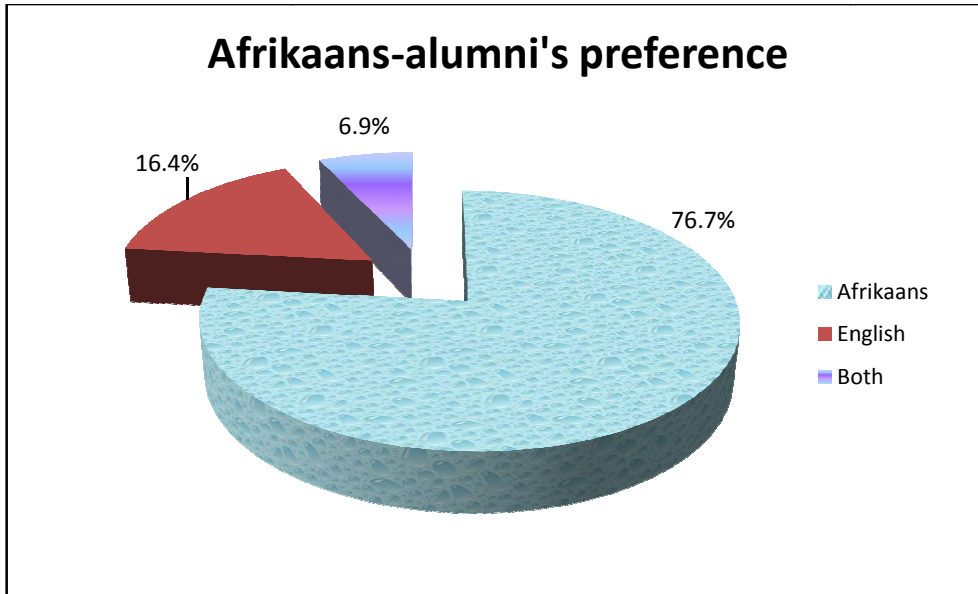
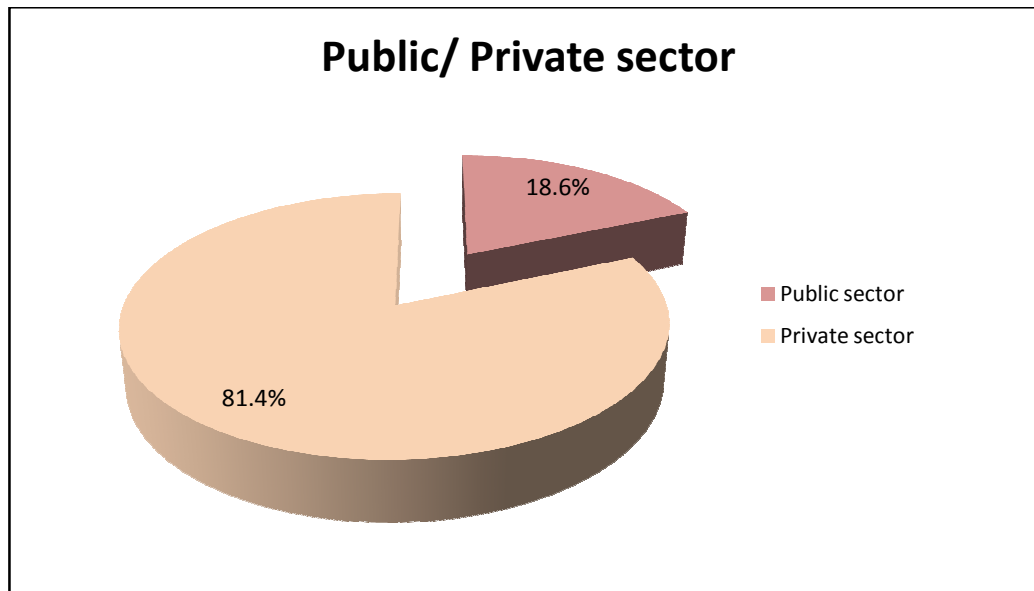


Table 20: In which language do you perform most of your job-related duties? (Q31)

Language used in job related duties	N	%
English	42	26.8
Afrikaans	91	58.0
Combination (<i>Afrikaans & English</i>)	24	15.3
Total	157	100.0

B. LINE HEADS

Figure B 1: Demographic profile of the sample (n=44)



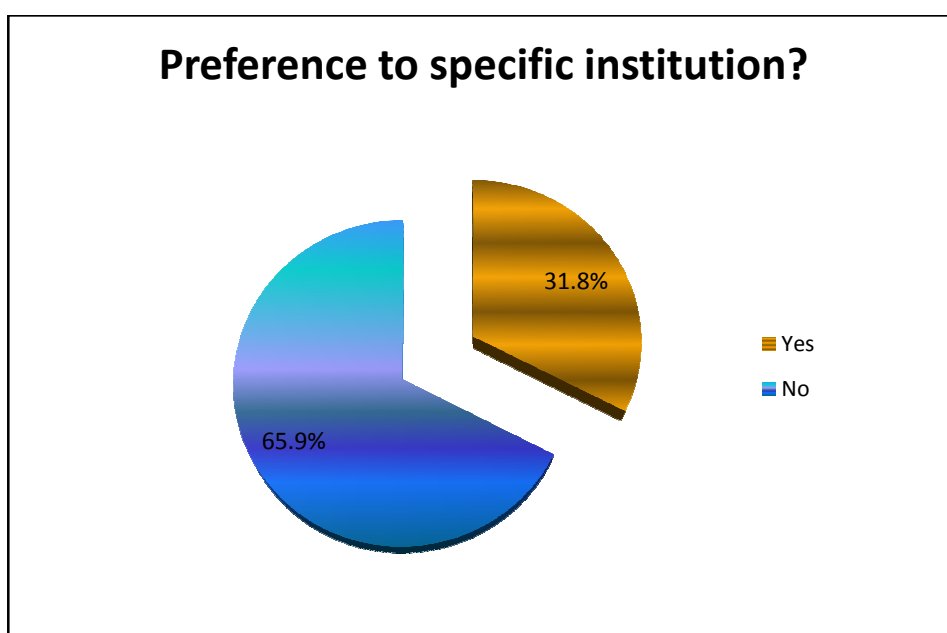
- The majority of the line heads were employed in the private sector.
- Almost 63% of the respondents were directors of a legal firm or partners in a legal firm.
- Two thirds (65.9%) of the respondents were based in the Free State and 21% in Gauteng.

Table B 1: What is (are) your most important prerequisite(s) for an LLB graduate in your specific job context? (Q1)

Prerequisite	N	%
Must be hardworking and competent; logical thinking	11	25.0
Should have drafting skills; must be able to compile documents	9	20.5
Must be able to apply knowledge in a practical way; practical exposure	9	20.5
An excellent academic record and good legal knowledge	7	15.9
Any 3-year legal qualification	6	13.6
Must pass the company's internal test	2	4.5
Total	44	100.0

Table B1 shows that supervisors put a high premium on the ability or competency of LLB graduates to do the job and to apply their knowledge in a practical context. More than 40% of the responses revolved around practical exposure or practical application of knowledge as most important prerequisite for an LLB-graduate. This might serve as an important pointer for the consideration of the theoretical and the practical legs of the LLB-programme to run concurrently and in an integrated fashion. The finding in Table B1 also strengthens the outcome on Question 20 put to the alumni, where almost 80% of the respondents indicated that they would prefer stronger integration between the practical and theoretical components of the training programme (Also see Table B2 and Figure B5 for further confirmation in this regard).

Figure B 2: Do you give preference to the qualifications of any specific institution when it comes to the appointment of LLB graduates? (Q2)

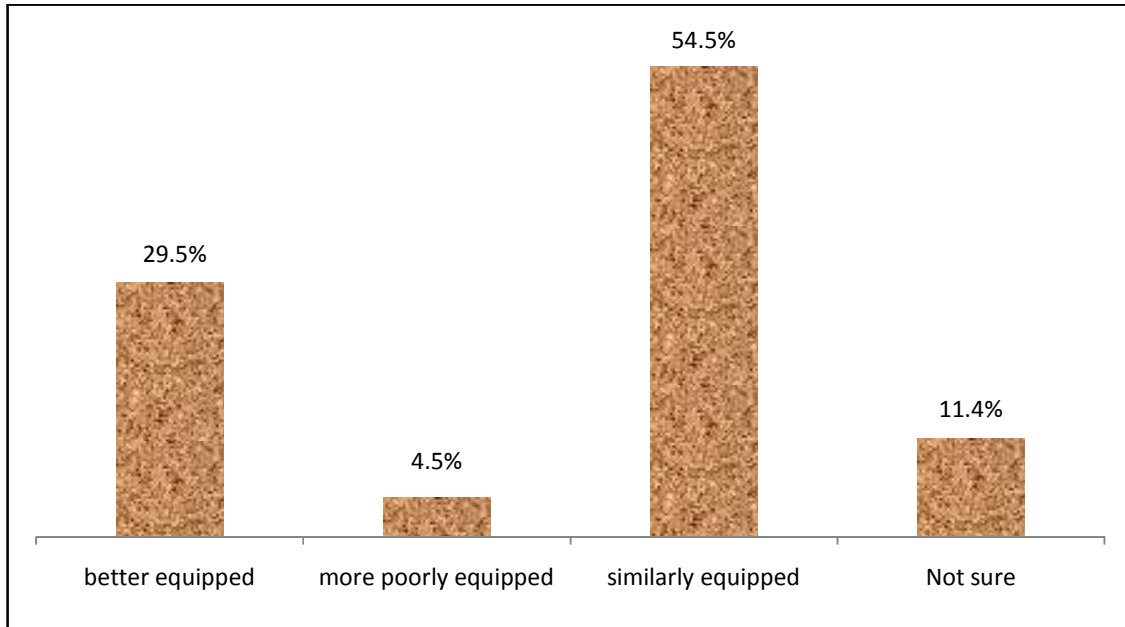


Approximately one third of the respondents (n=14) indicated that they gave preference to the qualifications of a specific institution. Most of these respondents (n=11; 84.6%) continued to indicate the UFS Faculty of Law as their institution of preference (Q2.1). This, however, should be balanced against the fact that two thirds of the respondents clearly indicated that they did not give preference to the qualifications of any specific institution.

Those respondents who indicated that they do give preference to candidates from a specific institution, and more particularly from the UFS, qualified their decision by pointing at the high standards of the institution, that they are familiar with the contents of the LLB-programme,

and that they know what to expect of graduates who completed their studies at the UFS.

Figure B 3: Would you say that persons with an LLB qualification from the University of the Free State, compared with graduates of other institutions, are generally...(Q3)



The majority of the respondents were of the opinion that LLB-graduates from the UFS, compared with candidates of other institutions, are more or less similarly equipped to be deployed in the workplace (Figure B3). Almost 30%, however, believed that UFS-graduates were indeed better equipped than their counterparts from other universities. The dominant perception in these cases was that UFS-graduates were subjected to higher standards of training and that practical experience with these graduates confirmed that they were better equipped for the profession than the rest.

Table B 2: If you were to isolate a single aspect in respect of which, in your opinion, LLB graduates of the University of the Free State are found to be lacking, what would this be? (Q4)

Area of shortfall	N	%
1. Lack of practical experience: not familiar with court procedures and drafting of documents; huge gap between theoretical knowledge and practical application	25	75.8
2. Lecturers in some subjects do not have any practical experience	2	6.1
3. Lack of specialisation	1	3.0
4. Lack skills in business management and finance	1	3.0
5. Estate planning and Trust Law	1	3.0
6. Other (<i>Broader exposure to social realities, etc.</i>)	3	9.1
Total	33	100.0

Table B2 serves as further confirmation of the high premium that supervisors put on practical application of knowledge and practical experience of legal procedures. Although 25% (n=11) of the supervisors could not mention anything specific in which LLB-graduates from the UFS were found to be lacking, the rest of the supervisors pointed at the lack of practical experience of the graduates as the main concern. Two supervisors ascribed this gap between theoretical knowledge and practical application to a lack of practical experience on the part of some lecturers.

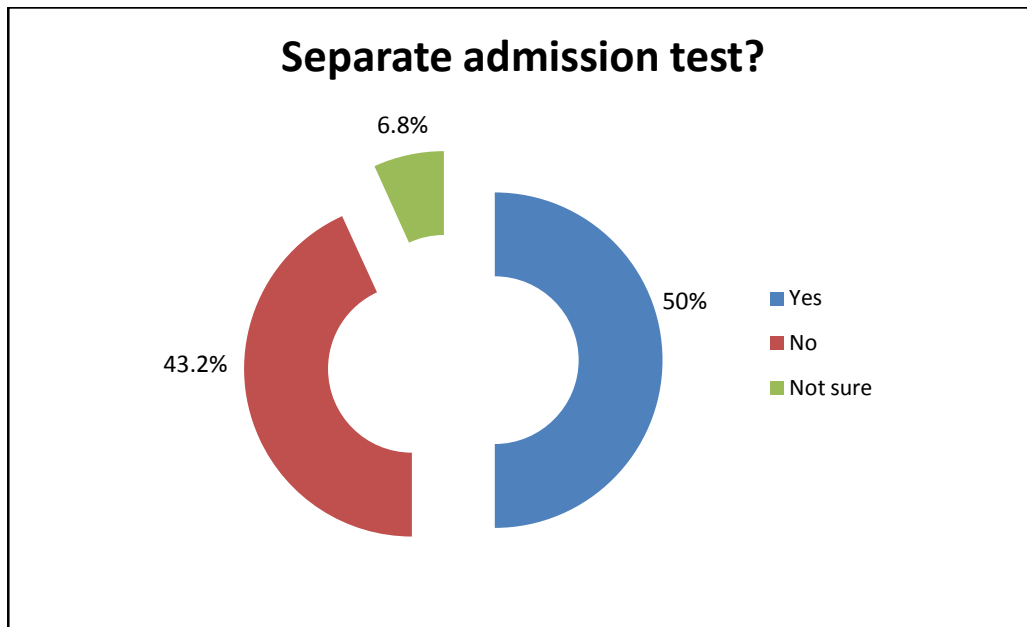
Table B 3: What is your opinion regarding the admission requirements for the LLB Programme? Do you consider admission on the strength of an above-average matric-score to be a sufficient requirement, or should minimum requirements rather be set for specific school subjects? (Q5)

Admission requirements	N	%
Above average M-score is sufficient	22	50.0
Minimum requirements for school subjects	8	18.2
Combination of the above	9	20.5
Not sure	5	11.4
Total	44	100.0

Table B3 shows that supervisors appeared to have mixed feelings on the issue of admission requirements for the LLB-programme. Half of the respondents considered an above average

M-score as sufficient, while a further 20% would prefer a combination of a good M-score and minimum requirements for school subjects.

Figure B 4: Would you like to see a separate admission examination for prospective LLB students or do you not deem that necessary? (Q6)



The suggestion of a separate admission examination for prospective LLB-students was turned down by a large proportion of supervisors. In 50% of the cases, however, respondents indicated their support for an admission examination.

Figure B 5: The present approach to the LLB Programme is that it is theoretical degree training, subsequent to which successful candidates complete their professional training as article clerks. Would you say that the present system is adequate, or would you rather see the theoretical and practical legs of the training being run concurrently? (Q7 Line Heads & Q20 Alumni)

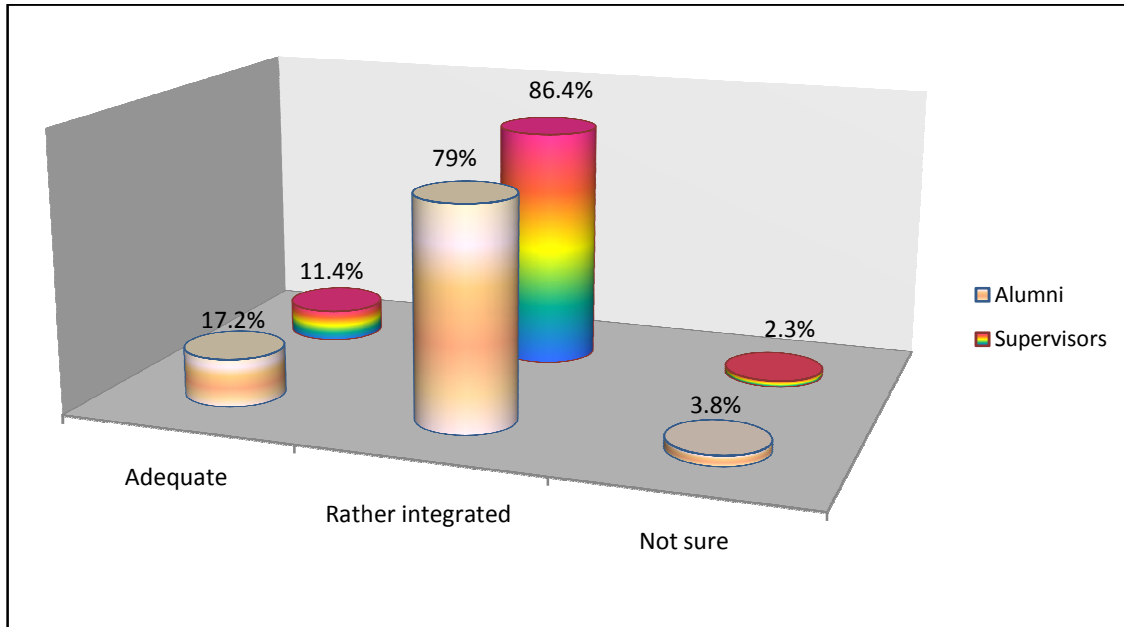


Figure B5 clearly shows that both the supervisors and the alumni expressed overwhelming support for the theoretical and practical legs of the LLB-training to be run concurrently. Such a change in the programme will also address the concerns of inadequate practical exposure and experience on the part of LLB-graduates that had been raised by sizable proportions of the supervisors.

000/000

ANNEXURE 1: ALUMNI QUESTIONNAIRE

Alumni

- 1 Did you obtain any qualifications other than an LLB degree at the University of the Free State?

Yes	1
No	2

1.1 Specify: _____

- 2 Are you employed in the -

Private Sector?, or	1
Public Sector?	2

- 3 What is your current profession? _____

3.1

Legal profession ?, or	1
Non-legal profession?	2

Proceed to Question 5

- 4 In your opinion, did the training that you received in the LLB programme **adequately equip** you to meet the requirements of your current profession?

Yes	1
No	2
<i>Not sure</i>	3

- 4.1 *If No:* What aspects, in your opinion, were inadequate in the training that you received?

- 4.2 Is there any further advice that you would wish to offer the course compilers, which would **better equip** future jurists to meet the demands and challenges of the legal profession?

5 If you were to assign a rating out of 10 for the applicability of the LLB Programme to your current profession, how would you rate the programme (1 = very weak, and 10 = excellent)? _____

6 Do you know that the UFS Faculty of Law has an Alumni Association for ex-students?

Yes	1
No	2

7 Would you be interested in joining the Alumni Association of the Faculty of Law?

Yes	1
No	2
I am already a member	3
<i>Not sure</i>	4

8 To what extent did having an LLB degree help you to secure your present position?
Did having this particular degree -

Play a major role?	1
Play a minor role?	2
Play no role?	3
<i>Do not know/ Not sure</i>	4

8.1 *If minor or no role, Why do you consider this to be the case?*

9 Is the position you currently hold **similar to** the position you envisaged having, before you embarked on the LLB degree course?

Yes, to a large extent	1
Yes, to a lesser extent	2
No, not at all	3

9.1 *If no: Why not?*

10 If you reflect on the role that your LLB degree has to date played in the shaping of your career path, would you, given a chance to make a fresh start, **again** choose to take **the same degree course**?

Yes	1
No	2

10.1 *If no: Why not?*

11 If you were given the opportunity of making any changes to the LLB Programme with a view of enhancing its relevance in practice, **what are the changes you would make**?

I am next going to ask you a few questions focusing specifically on the programme as a whole, which will enable us to improve the programme.

12 When you think back on the LLB Programme, what were the **subjects** that, in your opinion, were **most relevant** to your present profession?

13 Is there any subject or component of the LLB Programme as taught to you that you would rather **omit** from the Programme?

14 Is there any subject or teaching component that you would like to see **included** in the LLB Programme?

15 Which aspect of the LLB Programme would you single out as being the Programme's **strongest point**?

16 Were there any aspects of the LLB Programme that struck you as being particularly **weak**?

17 Concerning the cohesiveness and integratedness of the various subjects, would you in retrospect say that the various subjects were **sufficiently** integrated?

Yes, sufficiently integrated	1
No, insufficiently integrated	2
<i>Not sure</i>	3

17.1 *If No:* Kindly justify your negative response?

18 What is your opinion regarding the LLB Programme admission requirements? Do you consider an above-average matric-score to be sufficient admission requirements for LLB Programme candidates, or should minimum requirements rather be set for specific school subjects?

An above-average M-score is sufficient	1
Minimum requirements for school subjects	2
Combination of the above	3
<i>Not sure / No opinion</i>	4

19 Would you like to see a separate admission examination/ test being set for prospective LLB students, or would you consider this to be unnecessary?

Yes	1
No	2
<i>Not sure</i>	3

20 The current approach in respect of the LLB Programme is theoretical and successful candidates subsequently gain practical experience as article clerks. Do you consider the present system to be adequate, or would you rather want the theoretical and the practical legs to run concurrently and in an integrated fashion?

Current system adequate	1
Preferably integrated	2
<i>Not sure</i>	3

21 Name the two learning experiences, chosen from the following, that you consider to have added the most value during your LLB degree studies:

Mark 1 of the experience considered as most important, and 2 for the experience as second

21.1 Class attendance	
21.2 Project work/ Community Service Learning module	
21.3 Group work	
21.4 Assessment / tests	
21.5 Individual work	
21.6 <i>Not sure</i>	

22 Do you think that class attendance as a component of training in LLB Programme should, in principle, be:

Compulsory? OR	1
Left to the discretion of the students?	2
<i>Not sure</i>	3

23 When you reflect on the demands of your current profession, do you think that compulsory class attendance:

Would have equipped you better for your current profession? OR	1
Would not have made much of a difference ?	2
<i>Not sure</i>	3

24 What is your general impression of the UFS as an academic institution?
Is it largely an institution of:

First-rate training?	1
Average training?	2
Poor training?	3

25 What is your general impression of the UFS Faculty of Law as a training institution? Is it generally a Faculty of:

First-rate training?	1
Average training?	2
Poor training?	3

26 Would you again study at Kovies?

Yes	1
No	2



26.1 *If no: Why not?*

27 If you had to choose today, would you again study at the UFS Faculty of Law?

Yes	1
No	2
<i>Not Sure</i>	3

27.1 *If no: Why not?*

We finally need a number of personal particulars from you to enable us to process the data and to aid us in better understanding the problems and needs of our alumni.

Interviewer: Complete all the following personally where possible.

28 Gender?

Male	1
Female	2

29 Race?

Black	1
Coloured	2
Asian	3
White	4

30 Mother tongue?

Afrikaans	1
English	2
Sesotho	3
<i>Other</i> _____	4

31 In which language do you perform most of your job-related duties?

Afrikaans	1
English	2
Other _____	3

32 In which language would you have preferred to have received your training?

Afrikaans	1
English	2
Other _____	3

33 Province in which you work? _____

33.1 City/ Town? _____

34 When did you graduate? _____

35 What is the name and contact numbers of your immediate supervisor / line manager?

Name: _____

Office Number: _____ **Cell:** _____

Thank you for your valuable time and co-operation

ANNEXURE 2: LINE MANAGERS QUESTIONNAIRE

Line Managers

1 What is (are) your most important prerequisite(s) for an LLB graduate in you specific job context?

2 Do you give preference to the qualifications of any specific institution when it comes to the appointment of LLB graduates?

Yes	1
No	2
<i>Not sure</i>	3

2.1 *If yes:* To the qualifications of which institution do you give preference?

2.2 Why do you give preference to candidates with a qualification from XY?

3 Would you say that persons with an LLB qualification from the University of the Free State, compared with graduates of other institutions, are generally -

Better equipped to be deployed in the workplace?	1
More poorly equipped?, or	2
More or less similarly equipped?	3
<i>Not sure/ Cannot distinguish</i>	4

3.1 *If "better equipped":* In what respect do you deem to be better equipped?

3.2 *If "more poorly equipped":* In what respect do you deem them to be more poorly equipped?

- 4 If you were to isolate a single aspect in respect of which, in your opinion, LLB graduates of the University of the **Free State** are found to be lacking, what would this be?
-
-

- 5 What is your opinion regarding the admission requirements for the LLB Programme? Do you consider admission on the strength of an above-average matric-score to be a sufficient requirement, or should minimum requirements rather be set for specific school subjects?

An above-average M-score is sufficient	1
Minimum requirements for school subjects	2
Combination of the above	3
Not sure	4

- 6 Would you like to see a separate admission examination for prospective LLB students or do you not deem that necessary?

Yes	1
No	2
<i>Not sure</i>	3

- 7 The present approach to the LLB Programme is that it is theoretical degree training, subsequent to which successful candidates complete their professional training as article clerks. Would you say that the present system is adequate, or would you rather see the theoretical and practical legs of the training being **run concurrently**?

Present system is adequate	1
Rather integrated	2
<i>Not sure</i>	3

We finally need a few personal particulars from you to enable us to process the data and to aid us in better understanding the problems and needs of our alumni.

Interviewer: Complete all the following personally where possible.

8 Name of employer/ own business?

9 Do you work in the

Public sector OR	1
Private sector?	2

10 What is your present job? _____

11 Province in which you work? _____

Thank you for you valuable time and co-operation!